

High Quality Work Submission

Note: Final Videos Submitted via Google Drive

Overview: The 8th Grade expedition is “Designing the Future: Rights for All”. After studying the Universal Declaration of Human Rights students read about a planned community set in the future in *The Giver* by Lois Lowry. They wrote an essay examining human rights violations they saw in this planned community, which helped students begin to think of ways in which laws and customs of communities have human rights violations in them by design. They examined the actions of the main character, Jonas, who rebelled against his community and started thinking about why breaking the rules is sometimes the right thing to do in a time of moral crisis. Following the novel study students completed a case study on gun culture in America, examining the arguments for and against gun control measures. After the case study students examined paintings that connect to human rights at the Smithsonian American Art Museum, and responded to them by writing creative vignettes from the point of view of a character in the painting. This work then prepared students to read the novel *The Hate U Give* by Angie Thomas. The novel follows a fifteen-year-old who witnesses her childhood friend get shot and killed by a police officer after a traffic stop. This builds off of the work they did studying gun culture in America and the way communities often have laws and customs in place that perpetuate violations of human rights. Following this novel study students examine the death of Emmett Till and Trayvon Martin to see the connection between past and present. All of this work then culminates in students creating a TED Talk in a problem/solution format. Students worked in groups during science to develop a prototype to help find a solution to a human rights violation, and then wrote a script and presented a TED Talk in humanities.

TED Talk Process:

- 1) View a TED Talk on What Makes a Great TED Talk
- 2) The Danger of a Single Story by Chimamanda Adiche - Anchor text TED Talk
- 3) Evaluating TED Talks (multiple)
- 4) Co-Creating Rubrics (*What Do You Think Makes a Great TED Talk?*)
- 5) Attempt at co-creating a rubric
- 6) TED Talk Hooks (Review opening of several TED Talks)
- 7) TED Talk Conclusions (Review closing of several TED Talks)
- 8) Script
- 9) Presentation in Class with Peer Feedback
- 10) Filmed Version in Theater with 10th graders as audience

✓
Cornell Notes

Topic / Objective:	Name: [REDACTED]
<h1 style="margin: 0;">TED Talks</h1>	Class / Period: Humanities
	Date: 3/12/18

Essential Question:

How to make a great TED talk?

Questions:
What do all great TED Talks have in common? →

Notes:
• They transfer an idea.
• They link people together.

4 Keys to success →

1. Focus on one major idea.
 - Do not get distracted.
 - Share context & examples.
2. Give listeners a reason to care.
 - Make your audience curious.
 - Make it so they want to know.
3. Build your idea with familiar concepts.
 - Start with what your audience knows.
 - Do not let your audience be confused.
4. Make your idea worth sharing.
 - If it helps others it is worth sharing.
 - Be inspirational in your talk.

Summary: What is the main idea of this video?
All Ted talks have one thing in common. They use the 4 keys that help with this.

Cornell Notes

Questions:

es:

Summary:



Name



Evaluating TED Talks ✓

Date

3/19/18

How Boredom Can Lead to Your Most Brilliant Ideas by Manoush Zomorodi

Directions: Use what you learned from *How to Create a Great TED Talk* to evaluate the TED Talks.

Does she focus on ONE major idea? What is the ONE major idea?

Boredom creates space for great ideas! (Not really)
Technology prevents us from being creative.

Does she give people a reason to care? How does she do this? (List 2 ways)

- Yes, she says people cannot be as creative while using technology.
- She shows us how the brain reacts to boredom.

Did she build her idea with familiar concepts? Name one concept she used that you were familiar with.

• She uses the idea of addiction to technology.

concept

noun

1. a general notion or idea; conception. 2. an idea of something formed by mentally combining all its characteristics or particulars; a construct. 3. a directly conceived or intuited object of thought.

adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did she make her idea worth sharing? Explain your answer.

She moved back and forth between ideas and did not fully articulate why we should care about the supposed major idea.

My Invention That Made Peace With Lions by Richard Turer



Directions: Use what you learned from *How to Create a Great TED Talk* to evaluate the TED Talks.

Does he focus on ONE major idea? What is the ONE major idea?

Lions are killing livestock, and this invention protects both lions and livestock

Does he give people a reason to care? How does he do this? (List 2 ways)

- the invention protects livestock from lions.
- This invention removes the necessity of directly killing the livestock.

Did he build his idea with familiar concepts? Name one concept he used that you were familiar with.

- Wild animals being afraid of fire.

concept

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adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did he make his idea worth sharing? Explain your answer.

Yes, to people who have wild lions near by as this idea is supposed to protect from them.

Name 



Date 3/20/18

Evaluating TED Talks

The Beauty of Human Skin in Every Color by Angelica Dass

Directions: Use what you learned from *How to Create a Great TED Talk* to evaluate the TED Talks.

Does she focus on ONE major idea? What is the ONE major idea?

Her project helps people understand their skin tones.

Does she give people a reason to care? How does she do this? (List 2 ways)

- She gives stories about how her project helps people.
- She speaks about the skin tone crayon.

Did she build her idea with familiar concepts? Name one concept she used that you were familiar with.

- slavery

concept
noun

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adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did she make her idea worth sharing? Explain your answer.

She doesn't really explain how this project helps people or why this is going to make a difference. Thus I do not think it was presented in a way worth sharing.

A Warrior's Cry Against Child Marriage by Memory Banda



Directions: Use what you learned from *How to Create a Great TED Talk* to evaluate the TED Talks.

Does he focus on ONE major idea? What is the ONE major idea?

Young women should be allowed to make their own decisions and should not be forced to marry.

Does he give people a reason to care? How does he do this? (List 2 ways)

- She shares a poem written by a young girl.
- She shares a story about her and her sister.

Did he build his idea with familiar concepts? Name one concept he used that you were familiar with.

• Parliament

concept

noun

1. a general notion or idea; conception. 2. an idea of something formed by mentally combining all its characteristics or particulars; a construct. 3. a directly conceived or intuited object of thought.

adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did he make his idea worth sharing? Explain your answer.

This person made their idea worth sharing by sharing what the problem was, how they fixed it, and what still needs to be done to help more.

Name _____

Date _____

3/22/18

Evaluating TED Talks

A Highly Scientific Taxonomy of Haters by Negin Farsad

Directions: Use what you learned from *How to Create a Great TED Talk* to evaluate the TED Talks.

Does she focus on ONE major idea? What is the ONE major idea?

You can use comedy for justice,

Does she give people a reason to care? How does she do this? (List 2 ways)

- She speaks about the consequences of haters.
- She spoke about threats against her.

Did she build her idea with familiar concepts? Name one concept she used that you were familiar with.

- Satire/types of haters.

concept

noun

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adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did she make her idea worth sharing? Explain your answer.

Yes, she explains and demonstrates her idea. She also shares why it is needed, (other methods of justice do not work) and she shares examples of her idea.

How We Became Sisters by Felice Belle and Jennifer Murphy



Directions: Use what you learned from *How to Create a Great TED Talk* to evaluate the TED Talks.

Do they focus on ONE major idea? What is the ONE major idea?

The more you experience with a person the closer you can become.

Do they give people a reason to care? How do they do this? (List 2 ways)

- They told their experience when one of them got cancer.
- They spoke about the death of a childhood friend.

Did they build their idea with familiar concepts? Name one concept they used you were familiar with.

- death/growth/friendship/family.

concept

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adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did they make their idea worth sharing? Explain your answer.

They shared a story however they did not clearly state their idea nor did they give ways that it could affect others.

Name [REDACTED]



Date 3/13/18

Evaluating TED Talks

What Adults Can Learn From Kids by Adora Svitak

Directions: Use what you learned from *How to Create a Great TED Talk* to evaluate the TED Talks.

Does she focus on ONE major idea? What is the ONE major idea?

Children have a different viewpoint from many adults, and this viewpoint should be respected.

Does she give people a reason to care? How does she do this? (List 2 ways)

- 50
105
- She gave us a picture of the future.
 - She said children are the next generation.

Did she build her idea with familiar concepts? Name one concept she used that you were familiar with.

• She compared adult leadership to totalitarian control.

concept

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adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did she make her idea worth sharing? Explain your answer.

Yes, she created an image of when the current adults are old and children are the leaders, then she talked about who we wanted to inherit the earth.

10 Ways To Have a Better Conversation by Celeste Headlee



Directions: Use what you learned from *How to Create a Great TED Talk* to evaluate the TED Talks.

Does she focus on ONE major idea? What is the ONE major idea?

There are important skills, but conversation is one of the most important and it is overlooked.

Does she give people a reason to care? How does she do this? (List 2 ways)

- ~~All~~^{All} conversation topics are dangerous and navigating through them is important.
- She said that a famous therapist/expert agrees with her.

Did she build her idea with familiar concepts? Name one concept she used that you were familiar with.

• She ~~used~~^{spoke about} the who/what/when/where/why format.

concept
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adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did she make her idea worth sharing? Explain your answer.

Yes she explained how it will help us. She directly said what will help us, and explained why we need to practise these skills.

Name _____



Date

3/16/18

Evaluating TED Talks

What a World Without Prisons Could Look Like by Deanna Van Buren

Directions: Use what you learned from *How to Create a Great TED Talk* to evaluate the TED Talks.

Does she focus on ONE major idea? What is the ONE major idea?

Restorative justice is an alternative to prisons that allows people to grow instead of suffer.

Does she give people a reason to care? How does she do this? (List 2 ways)

- She shares a story about people who grew from the restorative justice.
- She shares shocking statistics about incarceration in the U.S.

Did she build her idea with familiar concepts? Name one concept she used that you were familiar with.

- Hubris/Humor

concept

noun

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adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did she make her idea worth sharing? Explain your answer.

Yes, she makes her idea worth sharing by clearly explaining what she wishes to do, why it is necessary, and how it will help others.

How to Raise a Black Son in America by Clint Smith

Directions: Use what you learned from *How to Create a Great TED Talk* to evaluate the TED Talks.

Does she focus on ONE major idea? What is the ONE major idea?

Childhood innocence must be sacrificed for black children to survive. This should not be true children should be allowed

Does she give people a reason to care? How does she do this? (List 2 ways)

- They use emotional language in an attempt to make us care about the problem.
-

Did she build her idea with familiar concepts? Name one concept she used that you were familiar with.

- They use a common game, (War)

concept
noun

1. a general notion or idea; conception. 2. an idea of something formed by mentally combining all its characteristics or particulars; a construct. 3. a directly conceived or intuited object of thought.

adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did she make her idea worth sharing? Explain your answer.

They raised awareness about their idea. However they gave no way to help them fix this problem.

Name _____

Date 3/12/18

An Example of A Great TED Talk

The Danger of the Single Story by Chimamanda Adiche

Directions: Use what you learned from *How to Create a Great TED Talk* to identify why Chimamanda Adiche's *The Danger of the Single Story* is an example of a great TED Talk.

Does she focus on ONE major idea? What is the ONE major idea?

The major idea of this TED talk is you cannot completely understand someone through only one story.

Does she give people a reason to care? How does she do this? (List 2 ways)

- She speaks about how being vulnerable affects everyone.
- She uses pathos language, to invoke sadness, anger, and sympathy.

Did she build her idea with familiar concepts? Name one concept she used that you were familiar with.

• She uses common stereotypes that many have heard of to show how they are inaccurate.

concept

noun

1. a general notion or idea; conception. 2. an idea of something formed by mentally combining all its characteristics or particulars; a construct. 3. a directly conceived or intuited object of thought.

adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did she make her idea worth sharing? Explain your answer.

She shows how it harms everyone to believe this. By doing this she makes it so we care more and are not going to forget it, this makes it worth sharing.

PROTOTYPE GROUPS

Brainstorm Session

Can you name your ONE major idea that you want your audience to understand? If so, write it down in one sentence:

Glasses are not affordable but everyone who needs them should get them, as they are necessary for sight.

If not, then brainstorm a possible idea below:

How will you give people a reason to care? List your ideas, and remember Ethos, Logos, Pathos!

- Ethos
- Logos
- Pathos
- Over 50% of the population needs glasses.
- Compare glasses to classically expensive items.

What are some familiar concepts your audience will already know that can help them understand your idea? List the concepts you will use in your TED Talk to help your audience understand your idea.

Familiar Concept	How will you use it to help your audience understand your idea?
Attendability	compare glasses to other things you buy

What is your plan to make your idea worth sharing? Explain how your IDEA could catch on and spread to create positive change in society.

This idea is only a small change from traditional glasses but it could save many people a lot of money in replacements every few years.

Name _____

Date 3/15/15

Evaluating TED Talks ✓

How We're Priming Some Kids for College —and Others for Prison by Alice Goffman

Directions: Use what you learned from *How to Create a Great TED Talk* to evaluate the TED Talks.

Does she focus on ONE major idea? What is the ONE major idea?

Too many people in the US are being sent to prison and brutalized by the police, especially african american men.

Does she give people a reason to care? How does she do this? (List 2 ways)

- .She uses emotional tones and speech.
- .She tells stories about brutality.

Did she build her idea with familiar concepts? Name one concept she used that you were familiar with.

.she talks about the different neighborhoods: white priveleged and black poor neighborhoods.

concept
noun

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adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did she make her idea worth sharing? Explain your answer.

Yes, she makes this worth sharing by showing why the incarceration route is bad and how it affects others. However she does not explain much about how to fix the problem.

Directions: Use what you learned from *How to Create a Great TED Talk* to evaluate the TED Talks.

Does she focus on ONE major idea? What is the ONE major idea?

What is a whitopia? Why do they exist? Will white people embrace diversity or flee into their own communities?

Does she give people a reason to care? How does she do this? (List 2 ways)

- No
-

Did she build her idea with familiar concepts? Name one concept she used that you were familiar with.

• Immigration / GLWB / supremacists

concept
noun

1. a general notion or idea; conception. 2. an idea of something formed by mentally combining all its characteristics or particulars; a construct. 3. a directly conceived or intuited object of thought.

adjective

4. functioning as a prototype or model of new product or innovation: a concept car, a concept phone.

Did she make her idea worth sharing? Explain your answer.

The idea was not worth sharing because it was not explained how this affects people.

Whites get automatic privilege that many refuse to acknowledge.

Hook:

How many people do you think need glasses? Well the answer is, we don't know. (first slide) We know 75% of adults in the US use some vision correction and that (click) 64% of adults in the US wear glasses, but we do not know how many people need glasses. This is because many people who need glasses can not get them, especially children. (next slide) Between these two pairs of glasses it is obvious which one of these is more expensive, the one on the right easily could cost over five hundred dollars (show words) yet even these cheap glasses could be over two hundred dollars (show words). There are some people who simply cannot afford to pay this again and again as their children grow up. The Right to Social Security protects the right to affordable medicine, so why are glasses this grossly overpriced?

State the Problem:

For many people glasses are a necessity. Without them their lives may look like this (next slide, click twice) depending on if they are near or far sighted.(click) Imagine walking down the street like this. You might be able to see enough to not bump into people but would it be easy or fun to have lights blurring all the time.(click twice) Or imagine trying to read a book but not being able to make out the words without holding the book at arm's length. People cannot easily live if they cannot see ten feet in front of them or the books that they are reading. This is especially a problem for children in school.(click twice) If they cannot see the whiteboard, how can they learn? Before I got my glasses I could not read what was on the whiteboard without moving closer to it. Since I am nearsighted this(click) was actually close to what I saw. My vision impairment made it hard for me to learn as I could not move up to the whiteboard while the teacher was speaking. Now that I have established what life is like without glasses, let's move back to talking about the price of glasses. (next slide). (click) According to an optometrist the average cost of eyeglasses is \$196 with insurance.(click) But they can range to over \$1000 dollars. While people who cannot afford very much will get the cheaper glasses, as I said these can still be over two hundred dollars. This is unjust for a few pieces of plastic and metal. Yet it is allowed and thus many suffer from it.

State the Solution:

I do not think people should be missing an essential aspect of life because the medicine was too expensive, so we developed a solution to the problem. We created glasses that will grow with a person. Our model is especially aimed at children with vision impairments as that is when people grow the fastest but some parts of it are more helpful to aging adults. (next slide.) The arms of these glasses are extendable so when people grow they can make their glasses longer too. The frame has clamps to hold the glasses instead of surrounding them all the way. This may slightly damage their peripheral vision but that is still better than not being able to see at all. Also the bottoms of the frames are removable so you can remove the lenses this is why. (Next slide) Instead of having a single lense we have multiple so more can be added if someone needs a stronger prescription as they grow older. When they need to change the number

of lense sheets they can take off the bottom of the frames and loosen the clasp. Then they can add or take frames and readjust the clasps to hold them. As I previously said people not having access to glasses is an infringement of the right to social security. This prototype glasses will be sold for much less than most glasses as they are fairly cheap to make and because they change with the person the person will have to buy fewer glasses.

There are some people who simply cannot afford to pay for a pair of glasses. This is a social security issue. The right to social security is a basic right. It is not a luxury. It is a necessity. It is a right that should be protected. It is a right that should be guaranteed. It is a right that should be ensured. It is a right that should be secured. It is a right that should be maintained. It is a right that should be preserved. It is a right that should be defended. It is a right that should be upheld. It is a right that should be supported. It is a right that should be reinforced. It is a right that should be strengthened. It is a right that should be consolidated. It is a right that should be solidified. It is a right that should be established. It is a right that should be confirmed. It is a right that should be certified. It is a right that should be validated. It is a right that should be verified. It is a right that should be substantiated. It is a right that should be corroborated. It is a right that should be supported. It is a right that should be reinforced. It is a right that should be strengthened. It is a right that should be consolidated. It is a right that should be solidified. It is a right that should be established. It is a right that should be confirmed. It is a right that should be certified. It is a right that should be validated. It is a right that should be verified. It is a right that should be substantiated. It is a right that should be corroborated.

State the Problem

The main problem is that people who cannot afford to pay for a pair of glasses are being denied a basic right. This is a social security issue. The right to social security is a basic right. It is not a luxury. It is a necessity. It is a right that should be protected. It is a right that should be guaranteed. It is a right that should be ensured. It is a right that should be secured. It is a right that should be maintained. It is a right that should be preserved. It is a right that should be defended. It is a right that should be upheld. It is a right that should be supported. It is a right that should be reinforced. It is a right that should be strengthened. It is a right that should be consolidated. It is a right that should be solidified. It is a right that should be established. It is a right that should be confirmed. It is a right that should be certified. It is a right that should be validated. It is a right that should be verified. It is a right that should be substantiated. It is a right that should be corroborated. It is a right that should be supported. It is a right that should be reinforced. It is a right that should be strengthened. It is a right that should be consolidated. It is a right that should be solidified. It is a right that should be established. It is a right that should be confirmed. It is a right that should be certified. It is a right that should be validated. It is a right that should be verified. It is a right that should be substantiated. It is a right that should be corroborated.

State the Solution

The solution is to provide a prototype pair of glasses that can be adjusted to fit any person's face. This is a social security issue. The right to social security is a basic right. It is not a luxury. It is a necessity. It is a right that should be protected. It is a right that should be guaranteed. It is a right that should be ensured. It is a right that should be secured. It is a right that should be maintained. It is a right that should be preserved. It is a right that should be defended. It is a right that should be upheld. It is a right that should be supported. It is a right that should be reinforced. It is a right that should be strengthened. It is a right that should be consolidated. It is a right that should be solidified. It is a right that should be established. It is a right that should be confirmed. It is a right that should be certified. It is a right that should be validated. It is a right that should be verified. It is a right that should be substantiated. It is a right that should be corroborated. It is a right that should be supported. It is a right that should be reinforced. It is a right that should be strengthened. It is a right that should be consolidated. It is a right that should be solidified. It is a right that should be established. It is a right that should be confirmed. It is a right that should be certified. It is a right that should be validated. It is a right that should be verified. It is a right that should be substantiated. It is a right that should be corroborated.

Name: _____

Date of presentation: _____

TED Talk HOOKS

	<ul style="list-style-type: none"> • Timely • I can complete and submit work on time 	3/4
emic	I can identify the hooks TED Talk speakers use	3/4

Directions: Write down the hooks the speakers use as you rewatch the beginning of the TED Talks you viewed previously.

Hook = a way to get your audience's attention when you start a public speaking presentation

Common Hooks:

- Describe an incident
- Ask for a show of hands
- Ask a question
- Make a promise
- Get them laughing
- Make a provocative statement
- Cite an unusual or shocking statistic
- Use a visual aid or prop

TED Talk / Speaker	How did he/she get the audience's attention?	Do you think you might try this type of hook? (write yes, no, or maybe)
<u>The Danger of a Single Story</u> by Chimamanda Adiche	"I grew up in eastern Nigeria... I was an early writer... All my characters were like what I read." Describe an incident	No
<u>A Warrior's Cry Against Child Marriage</u> by Memory Banda	She described the poem, "I'll marry when I want." Read A Poem	No
<u>The Beauty of Human Skin in Every Color</u> by Angelica Dass	"It has been a hundred and twenty-eight years since the last country abolished slavery." Cite an unusual/shocking statistic	Yes
<u>How to Raise a Black Son in America</u> by Clint Smith	"Growing up I did not really..." Describe an incident	Maybe

Cite a statistic

~~NAME~~

TED Talk / Speaker	How did he/she get the audience's attention?	Do you think you might try this type of hook? (write yes, no or maybe)
<u>My Trip Through the Whitest Towns in America</u> by Rich Benjamin	Shows a picture of a whitopia / Visual aid. Sets the scene of a whitopia / Describe a scene	Maybe Maybe
<u>How We're Priming Some Kids for College—and Others for Prison</u> by Alice Goffman	She talks about college versus prison (compare/contrast) Provocative statement	No Maybe
<u>What a World Without Prisons Could Look Like</u> by Deanna Van Buren	What would a world without prisons look like? / Ask a question. What would a world with things prisons look like? / Describe a scenario.	Maybe maybe
<u>A Highly Scientific Taxonomy of Haters</u> by Negin Farsad	She made a joke about being Iranian/American. She showed a related image. / Get them laughing Visual aid.	No Maybe
<u>What Adults Can Learn From Kids</u> by Adora Svitak	How many of you have been called childish? / Ask a question	Maybe
<u>My Invention That Made Peace with Lions</u> by Richard Turere	He showed an image of him on a farm in Kenya. / Visual aid	Maybe

Student Name: _____ Date of presentation: _____

TED Talk Conclusions

HOS	<ul style="list-style-type: none">• Timely• I can complete and submit work on time	3/4
academic	I can identify the conclusions TED Talk speakers use	3/4

Common Types of Conclusions for Public Speaking:

- summary
- humorous
- wrap up
- direct appeal
- thesis
- reference
- inspirational

With a **summary closing** you simply summarise the points that you detailed in the body of the speech. This can be effective because it reinforces what you have said. So if you cover three main points in your speech, you can write a few sentences on each point for the ending.

A **humorous closing** can work well when you find a quotation or anecdote that relates to your speech topic. Humour that is not relevant to the topic, either for the opening or conclusion, will often detract from a speech. If you can't think of anything funny, there are many websites with quotations and anecdotes on almost any topic. Just search for them.

With a **wrap up closing**, also called a **bookends closing**, you repeat or mention an opening element to create a complete loop. This could be a fact, anecdote or quotation that you opened the speech with. Listeners will recognise this repetition as a verbal cue. As soon as you mention it, they will realise that your speech is coming to an end.

When using a **direct appeal closing** you ask the audience to take specific action. At a graduation ceremony, for example, a speaker might ask the new graduates to take a particular action or change their outlook as they begin their careers.

With a **thesis closing** you restate the main idea of your speech. This type of conclusion is effective when you're attempting to persuade your audience on one important point.

When using a **reference closing** you mention the group you are speaking to, the location, date, a quotation or other point that connects you with your audience. If you're speaking to a community service group, for example, you can research the organisation and mention their history, philosophy or achievements to reinforce the connection between you and the audience.

With an **inspirational closing** you use an inspirational quotation, poem or anecdote to end the speech. There are many reference websites where you can search for inspirational quotations, poems and stories by subject or author.

For instance, if you were speaking about goal achievement and wanted to inspire your audience, you might quote Thoreau, who said, "If one advances confidently in the direction of his dreams, and endeavors to live the life that he has imagined, he will meet with a success unexpected in common hours."

It's important to note that you can combine elements from the different types of conclusions when crafting your speech ending. For example, you can inspire your listeners with a quotation or story, and then make a call to action.

Writing an effective speech conclusion is important. But the ending can be the most difficult part. After completing the opening and body of the speech, it's easy to run out of ideas and get stuck. Knowing the seven options available when ending a speech will help you overcome these challenges to create effective speeches with maximum impact.

"I would like to end with

TED Talk / Speaker	What type of conclusion did he/she use?	Do you think you might try this type of hook? (write yes, no, or maybe)
<u>The Danger of a Single Story</u> <u>by Chimamanda Adiche</u> (last 1:10)	"I would like to end with a quote," Inspirational closing	Maybe
<u>A Warrior's Cry Against Child Marriage</u> <u>by Memory Banda</u> (last 1:30)	"Male advocates have to step in!" Direct Appeal	No
<u>How We're Priming Some Kids for College—and Others for Prison</u> <u>by Alice Goffman</u> (last 1:15)	I want to end with a call to young people Reference closing	Maybe
<u>How to Raise a Black Son in America</u> <u>by Clint Smith</u> (last 1:35)	Breath. Poetic Ending	No
<u>What a World Without Prisons Could Look Like</u> <u>by Deanna Van Buren</u> (last 1:16)	"Justice is what love looks like in public." Inspirational closing	Probably not
<u>What Adults Can Learn From Kids</u> <u>by Adora Svitak</u> (last 1:02)	"We're going to be taking care of you when you're old and senile." Humorous	No
<u>My Invention That Made Peace with Lions</u> <u>by Richard Turere</u> (last 1:39)	This is my dream, etc. Personal closing	No

Your Name Mr. Shaw

Name of the Presenter [REDACTED]

TED Talk Feedback Form

time: 4:37

Directions: Use the space below to provide feedback to your classmate. Use the suggested area/questions to get you thinking on what you might say to your classmate:

Presentation Skills	Content
<ul style="list-style-type: none">• Did he/she make good eye contact?• Did he/she speak with appropriate volume?• Did he/she speak at a good pace (i.e. not too fast and not too slow)?• Did he/she have a problem with distracting movements or gestures?• Did he/she enhance their presentation with visual aids, demonstrations, or any other creative tool?	<ul style="list-style-type: none">• Did he/she focus on one major idea?• Did he/she give people a reason to care?• Did he/she connect to the audience using concepts you were familiar with?• Did the hook bring the audience into the presentation effectively?• Was the problem clearly stated?• Did he/she effectively use ethos, logos, pathos?• Did he/she describe their prototype in enough detail?• Was his/her conclusion effective?
Stars	Stars
<p>- Your visual aids enhanced your presentation</p> <p>- you spoke at a good pace and volume</p>	<p>- Luxotica info was compelling</p> <p>- If they cannot see the whiteboard, how can they learn?</p>
Stars	Stars
<p>Scan around the room and look at your audience</p>	<p>try to find a way to get your audience to have compassion for people who can't afford glasses → up the pathos (especially in the conclusion.)</p>

Please give this form to the presenter when you are finished providing feedback. If you are the presenter, please keep these feedback forms to place in the sheet protector with your TED Talk materials.



Mr. [Name]

Dear Sir:

I have the honor to acknowledge the receipt of your letter of the 15th inst. in relation to the matter mentioned therein. I am sorry that I cannot give you a more definite answer at this time, but I will endeavor to do so as soon as possible.

Your letter of the 15th inst. has been received and is being reviewed.

I am sorry that I cannot give you a more definite answer at this time, but I will endeavor to do so as soon as possible.

I am sorry that I cannot give you a more definite answer at this time, but I will endeavor to do so as soon as possible.

I am sorry that I cannot give you a more definite answer at this time, but I will endeavor to do so as soon as possible.

Your Name _____

Name of the Presenter _____

TED Talk Feedback Form

Directions: Use the space below to provide feedback to your classmate. Use the suggested area/questions to get you thinking on what you might say to your classmate:

Presentation Skills	Content
<ul style="list-style-type: none"> • Did he/she make good eye contact? • Did he/she speak with appropriate volume? • Did he/she speak at a good pace (i.e. not too fast and not too slow)? • Did he/she have a problem with distracting movements or gestures? • Did he/she enhance their presentation with visual aids, demonstrations, or any other creative tool? 	<ul style="list-style-type: none"> • Did he/she focus on one major idea? • Did he/she give people a reason to care? • Did he/she connect to the audience using concepts you were familiar with? • Did the hook bring the audience into the presentation effectively? • Was the problem clearly stated? • Did he/she effectively use ethos, logos, pathos? • Did he/she describe their prototype in enough detail? • Was his/her conclusion effective?
Stars	Stars
<p>I like the pictures that you gave, Good example. You gave a problem of your own. He asked the question again.</p>	<p>You stayed on topic. You have sympathy for others that need glasses.</p>
Stars	Stars
<p>move around</p>	

Please give this form to the presenter when you are finished providing feedback. If you are the presenter, please keep these feedback forms to place in the sheet protector with your TED Talk materials.



[Faint, illegible header text]

[Faint, illegible body text, possibly a list or series of entries]

[Faint, illegible section header]

[Faint, illegible body text]

[Faint, illegible section header]

[Faint, illegible body text]

Your Name _____

Name of the Presenter _____

TED Talk Feedback Form

Directions: Use the space below to provide feedback to your classmate. Use the suggested area/questions to get you thinking on what you might say to your classmate:

Presentation Skills	Content
<ul style="list-style-type: none"> • Did he/she make good eye contact? • Did he/she speak with appropriate volume? • Did he/she speak at a good pace (i.e. not too fast and not too slow)? • Did he/she have a problem with distracting movements or gestures? • Did he/she enhance their presentation with visual aids, demonstrations, or any other creative tool? 	<ul style="list-style-type: none"> • Did he/she focus on one major idea? • Did he/she give people a reason to care? • Did he/she connect to the audience using concepts you were familiar with? • Did the hook bring the audience into the presentation effectively? • Was the problem clearly stated? • Did he/she effectively use ethos, logos, pathos? • Did he/she describe their prototype in enough detail? • Was his/her conclusion effective?
Stars	Stars
<p>- Good visual representations (how it would be if needed glasses)</p> <p>- Personal connection gave me a reason to care</p> <p>- Visual aids helped me understand the problem.</p>	<p>- how he enhanced his facts so we can easily remember.</p> <p>- re-stating the human right.</p>
Stars	Stars
<p>- face your audience and move around more.</p> <p>- Monotone (have fun!!)</p>	<p>- looking at his paper a little too much.</p>

Please give this form to the presenter when you are finished providing feedback. If you are the presenter, please keep these feedback forms to place in the sheet protector with your TED Talk materials.



SECRET

CONFIDENTIAL

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TED TALK RUBRIC

Student Name: [REDACTED]

AM/PM Humanities: _____

Standard	4	3	2	1
<u>I can adapt my speech for a variety of context and task by demonstrating command of formal English</u>	The student uses a clearly identifiable and original hook and conclusion to engage the audience in an interesting way	The student uses a clearly identifiable hook and conclusion to engage the audience in an interesting way.	The student attempted to use a hook and conclusion to engage the audience in an interesting way and was somewhat effective.	The student did not use a clearly identifiable hook and conclusion to engage the audience in an interesting way.
<u>I can present claims and findings in a focused coherent manner (use relevant evidence sound reasoning and well-chosen details)</u>	The student clearly explains their problem using unique examples of Ethos Pathos & Logos with a professional quality.	The student clearly explains their problem using Ethos Pathos & Logos competently.	The student attempts to explain their problem using Ethos Pathos & Logos.	The student did not use Ethos Pathos & Logos to explain their problem.
<u>I can present claims and findings in a focused coherent manner (use relevant evidence sound reasoning and well-chosen details)</u>	The student clearly and persuasively explains how their prototype helps solve their problem?	The student clearly explains how their prototype helps solve their problem?	The student somewhat clearly explains how their prototype helps solve their problem?	The student does not clearly explain how their prototype helps solve their problem?
<u>I can use effective speaking technique (appropriate eye contact, adequate volume and clear pronunciation)</u>	The student's volume, eye contact, and speech displayed confidence and comfort with public speaking that had a professional quality.	The student's volume, eye contact, and speech displayed confidence and comfort with public speaking.	The student's volume, eye contact, and speech displayed some confidence and some comfort with public speaking.	The student's volume, eye contact, and speech did not display confidence and comfort with public speaking.
<u>HOS: Communicative I can articulate my thinking and understanding of a topic in a variety of written and oral presentation format.</u>	The student's presentation demonstrated understanding of the TED Talk format and was professional and polished	The student's presentation demonstrated understanding of the TED Talk format and was effective	The student's presentation demonstrated some understanding of the TED Talk format and was somewhat effective	The student's presentation did not demonstrate understanding of the TED Talk format and was minimally effective
<u>HOS: Producers of Quality I can produce work that is neat accurate and through.</u>	The student's TED Talk displays effort, evidence of revision, and accurate information that went above and beyond expectations.	The student's TED Talk displays effort, evidence of revision, and accurate information.	The student's TED Talk displays some effort, some evidence of revision, and some accurate information.	The student's TED Talk displays minimal effort, minimal evidence of revision, and inaccurate information.



Student Name: [REDACTED] Date of presentation: 4/10/18

TED Talk Script: 8th Grade * typed
Designing the Future: What problem does your prototype solve?

HOS	Timely • I can complete and submit work on time	<u>3</u> /4
Academic	I can introduce my TED Talk with an engaging hook	<u>3</u> /4
Academic	I can clearly state a problem with relevant evidence	<u>3</u> /4
Academic	I can clearly explain how my prototype is a solution to the problem I state	<u>3</u> /4
Academic	I can conclude my TED Talk in an engaging way	<u>3</u> /4

Directions: Please write down what you plan to say for each section of your TED Talk. This script will help you reflect and practice presenting hook, problem, solution, and conclusion. This is an important step in preparing for Portfolio Passage at the end of the year because you get to speak publicly in front of an audience. This script is a requirement and must be completed prior to presenting your TED Talk.

Introduction/HOOK (recommended time - 30 seconds)

<p>Section</p> <p>How will you engage your audience in an interesting way to start your TED Talk?</p> <p><small>*Use your HOOKS sheet to refer to the different strategies people used in the TED Talks we viewed</small></p>	<p>How many people do you think need glasses? (first slide) Well ^{the answer is we don't know} we know that 75% of adults in the US wear some form of vision correction and 64% of adults in the US wear glasses, however there are people who need glasses and do not get them especially children, This is why some do not get glasses; (second slide) the glasses on the right easily cost five hundred dollars, (show video) however even the cheap glasses could cost over two hundred dollars. (show video). There are some people who just cannot pay this again and again as their children grow up cannot wear the same glasses. The right to social security says medicine should be affordable, so are we so glasses are affordable?</p>
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State the Problem (recommended )

Section	
What problem did your prototype group attempt to solve?	
-Use relevant evidence to support your claim about the problem	
-Use pathos to describe the problem (emotional stories)	
-Use logos to describe the problem (facts and information)	
-Use ethos to describe the problem (trustworthy sources)	
-Give your audience reasons to care about the problem	

State the Solution (recommended time - 2 minutes)

Section	
How does your prototype help solve the problem?	
-Describe your prototype in specific detail	
-Who is your prototype designed to support?	
-Explain the process of HOW your prototype will support the people it was designed to help.	
Which human right is your prototype designed to support?	
-Explain the process of HOW your prototype will support the human right it was designed to protect.	
Use familiar concepts that your audience can relate to that will help them understand your prototype.	

Conclusion (recommended time - 30 seconds)

Section	
<p data-bbox="94 205 308 346">How will you conclude your TED Talk in an engaging way?</p> <p data-bbox="94 508 324 802">*Use your CONCLUSIONS sheet to refer to the different strategies people used to conclude the TED Talks we viewed</p>	

Extra Writing Space

Section	
<p>Use this space if you run out of room for any of your sections and need more lines to write.</p>	

